

SUBJECT: Honors Humanities II		GRADE: 11-12	
Unit Title: Culture-Epoch Theory		Time Frame: 1 week	
UNIT OVERVIEW			
This unit includes the reading and analysis of the culture-epoch theory using Lamm’s <i>Humanities in the Western World</i> . In addition, this unit emphasizes the impact of art on a culture and the human condition.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Creativity Communication Critical Thinking Collaboration		1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G	
COMPETENCIES		LEARNING TARGETS	
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.		- I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 - I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other’s ideas and expressing my own clearly and persuasively. K1LAB4L5	
I can comprehend and use informational text to analyze, evaluate, and draw conclusions.		I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1	

	● I can summarize and paraphrase text without bias. K1LAB2L2 ● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 ● I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 ● I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 ● I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 ● I can analyze how the text structure affects understanding of the text. K1LAB2L6 ● I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 ● I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective <i>informational writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 ■ I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 ■ I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L15 ■ I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 ■ I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 ■ I can use precise language and specific vocabulary about the topic. K1LAB5L7 ■ I can write from a well-defined perspective with appropriate content. K1LAB5L8 ■ I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 ■ I can develop appropriate, detailed content that supports my topic. K1LAB5L10

	■ I can maintain a distinct focus and clear purpose. K1LAB5L11 ■ I use feedback to revise and improve my writing. K1LAB5L12 ■ I can recognize and use formal and informal language in my writing. K1LAB5L13 ■ I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
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SUBJECT: Honors Humanities II GRADE: 11-12	
Unit Title: Middle Ages	Time Frame: 3 weeks
UNIT OVERVIEW	
This unit includes the study of the evolution art and literature during the Middle Ages. In addition, students will study how the advancements of these people contribute to their culture.	
LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Creativity Communication Critical Thinking Collaboration	1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X

COMPETENCIES	LEARNING TARGETS
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	• I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use <i>literature</i> to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can comprehend and use <i>informational text</i> to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2

	● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 ● I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 ● I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 ● I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 ● I can analyze how the text structure affects understanding of the text. K1LAB2L6 ● I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 ● I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective <i>informational writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 ■ I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 ■ I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L15 ■ I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L5 ■ I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L6 ■ I can use precise language and specific vocabulary about the topic. K1LAB5L7 ■ I can write from a well-defined perspective with appropriate content. K1LAB5L8 ■ I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 ■ I can develop appropriate, detailed content that supports my topic. K1LAB5L10 ■ I can maintain a distinct focus and clear purpose. K1LAB5L11

	■ I use feedback to revise and improve my writing. K1LAB5L12 ■ I can recognize and use formal and informal language in my writing. K1LAB5L13 ■ I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	● Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 ● Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 ● Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 ● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 ● I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 ● I can recognize and use formal and informal language in my speech. K1LAB4L6
I can produce clear, coherent, and effective <i>opinion/argumentative writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB6L1 ■ I can write a thesis statement with a claim that is appropriate for the writing task. K1LAB6L2 ■ I can craft paragraphs that include topic sentences that logically organized ideas and smooth transitional expressions. K1LAB6L3 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB6L4 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text ■ I can analyze how the textual evidence supports my argument. K1LAB6L5 ■ I can organize the supporting claims in my body paragraphs, using transitions to connect ideas. K1LAB6L6

	■ I can construct a counterargument that acknowledges the opposition and incorporates an effective rebuttal. K1LAB6L7 ■ I can conclude with restated thesis, summarizes claims, and includes a call to action that appeals to the reader’s conscience. K1LAB6L8 ■ I can use correct MLA formatting for my compositions and Works Cited pages.K1LAB6L9
I can apply <i>writing conventions</i> to effectively communicate ideas and information.	■ I can use appropriate punctuation effectively to write clear and complete sentences. K1LAB8L1 ■ I can vary word choice to improve my writing style. K1LAB8L2 ■ I can vary sentence structure and sentence type to improve my writing style. K1LAB8L3

SUBJECT: Honors Humanities II		GRADE: 11-12	
Unit Title: Renaissance		Time Frame: 5 weeks	
UNIT OVERVIEW			
This unit includes the study of the evolution art and literature during the Renaissance. In addition, students will study how the advancements of these people contribute to their culture.			
LRG SKILLS AND DISPOSITIONS		PA STANDARDS	
Creativity Communication Critical Thinking Collaboration		1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H	

	1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V, 1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G
COMPETENCIES	LEARNING TARGETS
I can comprehend and use <i>literature</i> to analyze, evaluate, and draw conclusions.	● I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 ● I can summarize and paraphrase text without bias. K1LAB3L2 ● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 ● I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 ● I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 ● I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 ● I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 ● I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 ● I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 ● I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5

	● I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use <i>informational text</i> to analyze, evaluate, and draw conclusions.	● I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 ● I can summarize and paraphrase text without bias. K1LAB2L2 ● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 ● I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 ● I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 ● I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 ● I can analyze how the text structure affects understanding of the text. K1LAB2L6 ● I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 ● I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective <i>informational writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 ■ I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 ■ I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L5 ■ I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L6 ■ I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L7 ■ I can use precise language and specific vocabulary about the topic. K1LAB5L8

	■ I can write from a well-defined perspective with appropriate content. K1LAB5L8 ■ I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L9 ■ I can develop appropriate, detailed content that supports my topic. K1LAB5L10 ■ I can maintain a distinct focus and clear purpose. K1LAB5L11 ■ I use feedback to revise and improve my writing. K1LAB5L12 ■ I can recognize and use formal and informal language in my writing. K1LAB5L13 ■ I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	● Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 ● Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 ● Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 ● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 ● I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 ● I can recognize and use formal and informal language in my speech. K1LAB4L6

SUBJECT: Honors Humanities II		GRADE: 11-12	
Unit Title: Early Modern		Time Frame: 2 weeks	

UNIT OVERVIEW

This unit includes the study of the advancements/contributions of the early modern age and how those contributions impacted society.

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V, 1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G
COMPETENCIES	LEARNING TARGETS
I can comprehend and use <i>literature</i> to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6

	● I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 ● I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 ● I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 ● I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use <i>informational text</i> to analyze, evaluate, and draw conclusions.	● I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 ● I can summarize and paraphrase text without bias. K1LAB2L2 ● I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 ● I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3 ● I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 ● I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 ● I can analyze how the text structure affects understanding of the text. K1LAB2L6 ● I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 ● I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective <i>informational writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1

	■ I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 ■ I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L5 ■ I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L6 ■ I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L7 ■ I can use precise language and specific vocabulary about the topic. K1LAB5L8 ■ I can write from a well-defined perspective with appropriate content. K1LAB5L9 ■ I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L10 ■ I can develop appropriate, detailed content that supports my topic. K1LAB5L11 ■ I can maintain a distinct focus and clear purpose. K1LAB5L12 ■ I use feedback to revise and improve my writing. K1LAB5L13 ■ I can recognize and use formal and informal language in my writing. K1LAB5L14 ■ I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L15
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	● Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 ● Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 ● Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 ● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4

	• I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other’s ideas and expressing my own clearly and persuasively. K1LAB4L5 • I can recognize and use formal and informal language in my speech. K1LAB4L6
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SUBJECT: Honors Humanities II GRADE: 11-12	
Unit Title: Rome	Time Frame: 2 weeks
UNIT OVERVIEW	
This unit includes the study of the advancements/contributions of the Romans and how those contributions impacted society.	
LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Creativity Communication Critical Thinking Collaboration	1.3.9-10.A, 1.3.9-10.B, 1.3.9-10.C, 1.3.9-10.D, 1.3.9-10E, 1.3.9-10.F, 1.3.9-10.G, 1.3.9-10.H, 1.3.9-10.I, 1.3.9-10.J, 1.3.9-10. 1.2.9-10.A, 1.2.9-10.B, 1.2.9-10.C, 1.2.9-10.D, 1.2.9-10.E, 1.2.9-10.F, 1.2.9-10.G, 1.2.9-10.H 1.4.9-10.A, 1.4.9-10.B, 1.4.9-10.C, 1.4.9-10.D, 1.4.9-10.E, 1.4.9-10.K, 1.4.9-10.L, 1.4.9-10.S, 1.4.9-10.T, 1.4.9-10.U, 1.4.9-10.V,1.4.9-10.W, 1.4.9-10.X 1.5.11-12 A-G
COMPETENCIES	LEARNING TARGETS

I can comprehend and use <i>literature</i> to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB3L1 • I can summarize and paraphrase text without bias. K1LAB3L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L3 • I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB3L10 • I can evaluate how words and phrases shape meaning and tone in text. K1LAB3L4 • I can analyze how specific literary elements in a text propel the action, reveal aspects of a character, or incite conflict. K1LAB3L5 • I can analyze how tone and mood are affected by point of view, diction, and other literary elements. K1LAB3L6 • I can interpret and analyze the effect of figurative language and connotative meanings. K1LAB3L7 • I recognize universal themes, symbols, and allusions across literary texts. K1LAB3L8 • I can use context clues to determine the meanings of words and phrases. K1LAB3L9
I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications.	• I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L5 • I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5
I can comprehend and use <i>informational text</i> to analyze, evaluate, and draw conclusions.	• I can determine multiple themes or central ideas in a text and analyze their development throughout the text. K1LAB2L1 • I can summarize and paraphrase text without bias. K1LAB2L2 • I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB2L3 • I can integrate and evaluate multiple sources of information from various formats. K1LAB2L3

	● I can draw sophisticated inferences and/or generalizations from text and apply them to varied situations. K1LAB2L4 ● I can determine an author's point of view, bias, or purpose in a text and analyze the effect it has on the message. K1LAB2L5 ● I can analyze how the text structure affects understanding of the text. K1LAB2L6 ● I can analyze how multiple texts provide conflicting information on the same topic and evaluate the effect. K1LAB2L7 ● I can use context clues to determine the meanings of words and phrases. K1LAB2L8
I can produce clear, coherent, and effective <i>informational writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB5L1 ■ I can write a thesis statement that includes an assertion and the purpose of my writing. K1LAB5L2 ■ I can craft paragraphs that include topic sentences that logically organize ideas and smooth transitional expressions. K1LAB5L3 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L4 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB5L5 ■ I can analyze how the textual evidence supports the assertion about the topic. K1LAB5L6 ■ I can link my ideas smoothly using internal transitions within my paragraphs. K1LAB5L7 ■ I can use precise language and specific vocabulary about the topic. K1LAB5L8 ■ I can write from a well-defined perspective with appropriate content. K1LAB5L9 ■ I can develop a conclusion that restates the thesis and leaves a lasting impression. K1LAB5L10 ■ I can develop appropriate, detailed content that supports my topic. K1LAB5L11 ■ I can maintain a distinct focus and clear purpose. K1LAB5L12 ■ I use feedback to revise and improve my writing. K1LAB5L13 ■ I can recognize and use formal and informal language in my writing. K1LAB5L14

	■ I can use correct MLA formatting for my compositions and Works Cited pages. K1LAB5L14
I can present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	● Either individually or with a collaborative group, I can present and defend information that is supported with research-based evidence. K1LAB4L1 ● Either individually or with a collaborative group, I can compose and deliver sophisticated presentations for a range of purposes. K1LAB4L2 ● Either individually or with a collaborative group, I can integrate multimedia and visual displays into presentations to strengthen claims. K1LAB4L3 ● I can analyze, interpret, evaluate, and use information delivered through spoken or visual communications. K1LAB4L4 ● I can participate in a range of collaborative discussions on grade-level topics, texts, and issues, building on other's ideas and expressing my own clearly and persuasively. K1LAB4L5 ● I can recognize and use formal and informal language in my speech. K1LAB4L6

I can produce clear, coherent, and effective <i>opinion/argumentative writing</i> for a range of text types, purposes, and audiences.	■ I can craft an effective introduction that is engaging to readers and is appropriate to task. K1LAB6L1 ■ I can write a thesis statement with a claim that is appropriate for the writing task. K1LAB6L2 ■ I can craft paragraphs that include topic sentences that logically organized ideas and smooth transitional expressions. K1LAB6L3 ■ I can cite various pieces of text evidence that strongly supports my analysis of a literary text. K1LAB6L4 ■ I can incorporate and blend various pieces of text evidence that strongly supports my analysis of a literary text ■ I can analyze how the textual evidence supports my argument. K1LAB6L5 ■ I can organize the supporting claims in my body paragraphs, using transitions to connect ideas. K1LAB6L6 ■ I can construct a counterargument that acknowledges the opposition and incorporates an effective rebuttal. K1LAB6L7
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	■ I can conclude with restated thesis, summarizes claims, and includes a call to action that appeals to the reader's conscience. K1LAB6L8 ■ I can use correct MLA formatting for my compositions and Works Cited pages.K1LAB6L9
I can apply <i>writing conventions</i> to effectively communicate ideas and information.	■ I can use appropriate punctuation effectively to write clear and complete sentences. K1LAB8L1 ■ I can vary word choice to improve my writing style. K1LAB8L2 ■ I can vary sentence structure and sentence type to improve my writing style. K1LAB8L3